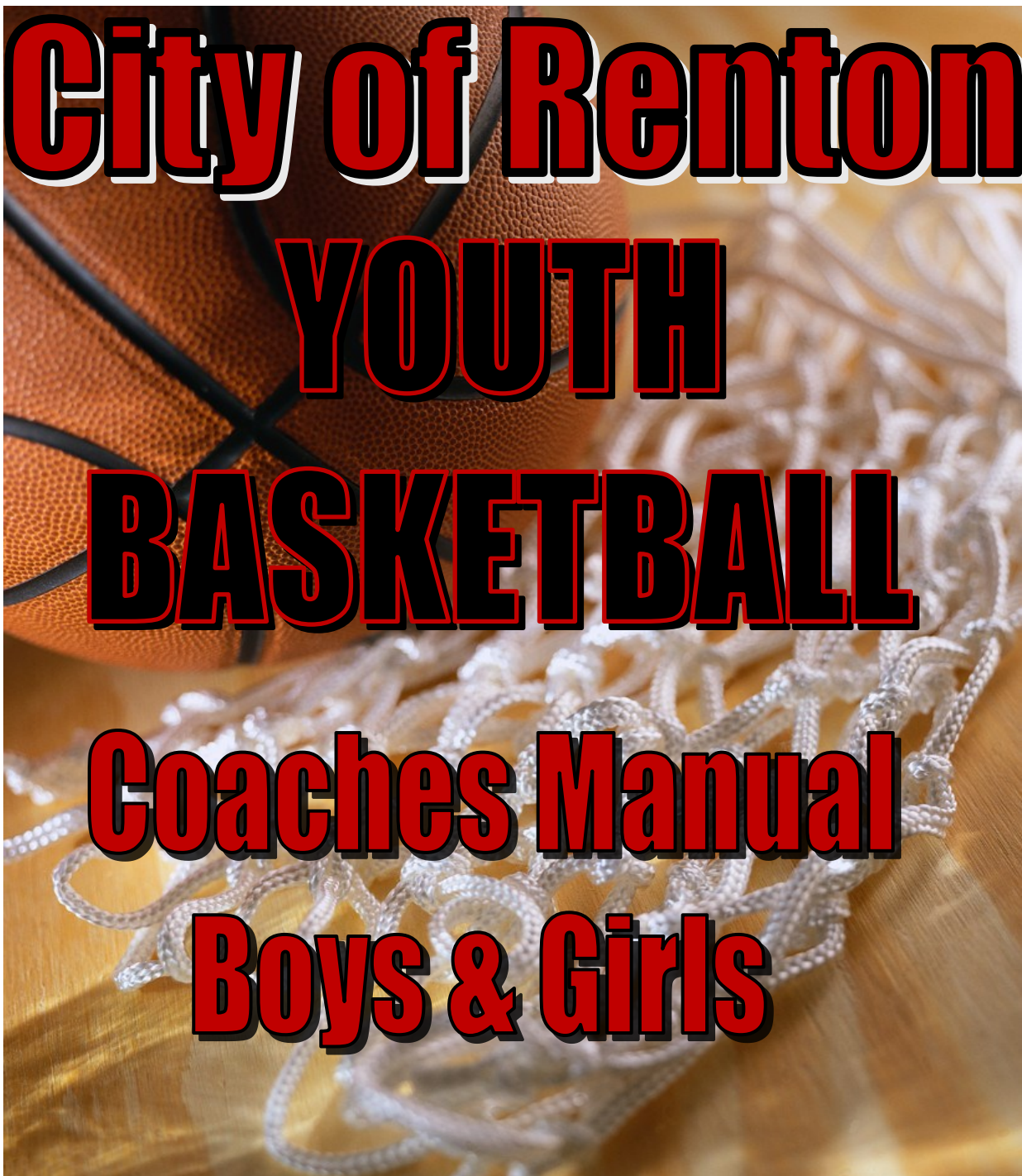




**Coach Name:** \_\_\_\_\_

**Team Name:** \_\_\_\_\_ **Grade** \_\_\_\_\_





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**CITY OF RENTON**

# **COMMUNITY SERVICES**

## **City of Renton Vision**

- Renton: Center of opportunity in the Puget Sound Region where businesses and families thrive.

## **City of Renton Mission**

The City of Renton, in partnership with residents, businesses and schools is dedicated to:

- Providing a healthy welcoming atmosphere where citizens choose to live, raise families, and take pride in their community.
- Promoting planned growth and economic vitality.
- Creating a positive work environment.
- Meeting service demands through innovation and commitment to excellence.

## **Community Services Department Mission**

- The City of Renton Community Services Department promotes and supports a livable community for Renton residents and businesses by providing relevant and innovative programs, modern parks and facilities, and undisturbed natural areas that meet the needs of the diverse population.

## **Recreation Division Mission**

- The Recreation Division of the Community Services Department promotes and supports a more livable community by providing opportunities for the public to participate in diverse recreational, cultural, athletic, and aquatic programs and activities.

## **Recreation Division Youth Athletics Mission**

**Youth Athletics is dedicated to:**

- Providing enjoyable recreation programs for children regardless of their athletic ability.
- Encouraging children to have fun, learn new skills, and feel good about participating in youth sports.
- Strengthening self-esteem and good sportsmanship through meaningful and fair sports competition.
- Providing quality coaches, facilities and clearly defined standards.



# Administration Information





## COACHES WELCOME

On behalf of the City of Renton Youth Athletic Department, welcome to the youth basketball league volunteer coaching staff.

We are proud of our quality programs, facilities, and reputation for providing a safe and professional recreation environment.

This manual is designed to help you effectively make decisions and carry out your volunteer coaching responsibilities. The more familiar you are with the youth basketball league philosophy, rules, policies and procedures the better we can maintain the high standards the public has learned to expect when they participate in our youth basketball league. Use this manual as a reference to any questions you may have.

Thank you in advance for the great job you'll do. The participants and the Renton Recreation Division appreciate your commitment to making the youth basketball league fun and safe.

## General Conduct

Due to the high public visibility of the volunteer coaches, it is imperative that the general conduct standards set forth are strictly adhered to. The youth basketball volunteer coaches, more than anything else, determine whether a basketball team and the league are a success or failure.

When dealing with players and parents, it is important to strive for open and frequent communication. Volunteer coaches should put forth their best effort to become acquainted with each player's parents or guardian.

## Absenteeism and Tardiness

Attendance as a volunteer coach is vital to the success of your team.

If you are ill or an emergency arises:

- Contact your assistant coach to run practice.

**If you cancel practice all together, please take the following steps:**

- Notify your team as soon as possible. This is your responsibility!
- Notify the school of the cancellation.
- Leave a message with the Recreation Coordinator.

Donna Eken 425.430.6715 or email [deken@rentonwa.gov](mailto:deken@rentonwa.gov)

The assistant coach can't run a practice without the head coach unless they have turned in the coaches application, passed the background check, and been approved by the recreation division. Please make sure any and all assistants have been approved as volunteers!

Tardiness will have a profound effect on the quality of instruction. All volunteer coaches are required to be at their practice and games fifteen minutes before it starts. Please allow for extra travel time in case of unexpected events.



## **POSITION DESCRIPTION**

### **VOLUNTEER COACH**

#### **General Function:**

The volunteer coach will, under the direction of the Recreation Specialist, plan, develop, lead and supervise a youth basketball team.

#### **Responsibilities:**

- Directly responsible for the supervision of the team participants.
- Prepare lesson plans for each practice.
- Maintain communication with assistant coaches, players and parents.
- Coaching participants in good citizenship, sportsmanship and safety.
- Teach each player skills, rules and strategies needed to play the game of basketball and help players continue to develop skills throughout the season.
- Responsible for discipline and behavior problems that take place during practice and games.
- Attend all coaches trainings and volunteer meetings.
- Responsible for sports equipment before, during, and after practice and games.
- Provide facilities and equipment reports as needed.
- Maintain safety rules and standards set by the Renton Recreation Division.
- Follow all Renton Recreation Division policies and procedures.
- Report all problems and concerns to the Recreation Coordinator.
- Commitment to Coaches Code of Conduct.

#### **Desired Qualifications:**

Prior experience in coaching/teaching basketball.

Prior experience in playing basketball.

Energetic, patient, caring and an ability to relate to kids.

#### **Requirements:**

Complete volunteer coaches application by the stated deadline.

Subject to background check prior to placement.

Attend all coaches trainings and volunteer meetings.



## **POSITION DESCRIPTION - Continued**

### **PERFORMANCE STANDARDS**

At no time are volunteer coaches permitted to physically discipline participants. Grabbing, striking, shoving, or pushing any program participant is grounds for immediate termination.

At no time are volunteer coaches permitted to be verbally abusive toward participants, parents or other staff members. Be aware of your responses at all times and ensure that all matters are handled in a positive, non-threatening way.

Use of tobacco (cigarettes and chewing tobacco), narcotics, and alcohol prior to or during a practice/game, or in any city/school facility, is strictly prohibited.

During practice and games, the focus of the volunteer coaches attention should be on the team. Social interaction with non-players should be reserved for before or after practice/games.

At all times, volunteer coaches are required to present themselves as a positive role model. Profanity and/or harassment of participants, parents, City of Renton staff or Renton School District staff will not be tolerated.

### **DISCIPLINE**

A coach should use discretion when using any form of discipline. Many times when participants become unruly, it is reflective of the coach. In certain disciplinary situations, it is best to utilize the parent of the troubled participant. Make sure there is an open line of communication between you and the parent regarding the child's behavior. Ask the parent to be involved in the practice. If this still does not work or if you are ever unsure of a situation, ask the Recreation Specialist for advice and direction. Never lose your temper with a participant, always think before you react!

A well organized and prepared coach has far less discipline to attend to than a unorganized, unprepared coach. If participants are always active, transition from one activity to another, and drills are quick and well organized, they will not feel the need to fill time with negative behaviors.



## VOLUNTEER COACHING CODE OF CONDUCT

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Email Address \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Sport \_\_\_\_\_ Level/Grade \_\_\_\_\_ Year \_\_\_\_\_

As a coach for the City of Renton Recreation Division I acknowledge the following to be the guidelines of the City and I, by my signature, accept and agree to abide by the following:

1. **Sportsmanship:** Good sportsmanship is expected from the players, parents, and coaches. Children learn best by example. The following League Code of Conduct outlines parent, player and coach behavior. Those unable to follow the Code of Conduct may be requested to leave the game site.
2. **League Code of Conduct: Before, during and after the game...**  
Be respectful, positive, and supportive of the players, coaches, parents, and league officials/staff.
3. The program is solely for the young people participating. It is not for any coach or parent, but designed to develop self-esteem, values and skills in the participants.
4. I am responsible not only for my conduct and performance, but also that of my assistants, players, and parents of the players.
5. I will always use appropriate language and be respectful to coaches, participants and officials.
6. I will provide an alcohol, tobacco and drug free environment for players and parents at all games and practices. I understand that failure to do so may result in termination.
7. I will provide a positive environment by encouraging good sportsmanship and by demonstrating positive support for all players, coaches and officials at every game, practice or other youth sports event.
8. Any coach receiving disciplinary action from an official during the season may be dismissed from coaching indefinitely.
9. I will attend all coaches trainings and volunteer meetings.
10. I have received a copy of the rules and regulations of the City of Renton Recreation Division Youth Athletic programs and I agree to play fair and by the rules.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_







## **SAFETY**

The City of Renton's first priority is to keep the participants safe at all times. All decisions made by the volunteer coach should be based on safety. The coach shall never place the value of winning over the safety and welfare of the players. It is important to report all injuries to parents. This shows good follow-up and true concern for the well-being of the players.

### **Safety Awareness:**

- **Never be alone with a participant.**
- Never drive a participant home or allow a participant in your vehicle.
- Never touch a participant inappropriately.
- Never require a participant to hold hands with another participant.
- Never meet with a participant by yourself, under any circumstances.
- Report any unusual situations you view at practice, with children or other coaches, to your supervisor.
- Report all injuries, no matter how minor, to your supervisor and notify parents for the injured child. Do not decide what is an injury yourself. If a player is hurt in any way, report it to the parents and let them evaluate the extent of all injuries.
- Coaches shall not seek unfair advantage by teaching deliberate unsportsmanlike behavior to players.
- Coaches should direct players to seek proper medical attention for injuries and to follow physician's instructions regarding treatment and recovery.

### **Before Practice:**

- Check bathrooms.
- Check gym equipment for damage.
- Check gym for foreign objects.
- Locate nearest telephone for emergencies.

### **During Practice:**

- Encourage lots of fluids.
- Keep players in designated areas—parents attending practices should help with this.
- Watch for strangers or unusual events.
- Eliminate horseplay.
- Accompany all players to water and bathroom breaks if they are located out of line of sight. Never take a child by yourself, make it a group event or ask the parents.
- Observe everyone outside your group at all times, if you see someone unfamiliar to you, approach them and introduce yourself.

### **After Practice:**

- Make sure players leave with their parent or guardian.
- Never leave a practice until all players are picked up.
- Clean-up practice area and bathrooms before you leave.
- Return any and all equipment to its original place including hoop height and cranks.



## ACCIDENTS AND INJURIES

All injuries or potential injuries must be thoroughly investigated by the coach/staff member and subsequently reported to the City of Renton Recreation Division and the child's parents. Special attention is required to head, neck, back, and facial injuries, or in the case of severe bleeding.

Common sense and basic knowledge of first aid should be exercised in treating an injury, moving a child or seeking assistance. It is recommended that each coach bring a basic first aid kit to practice and games. In case of a serious injury or emergency please call 911. It is better to be safe than take any chances. After the proper steps have been taken and the child's safety, as well as others have been secured, notify the parents of the participants immediately.

***Within 24 hours of the incident, make sure to notify the league coordinator at the City of Renton 425.430.6715 and complete an accident report form if medical attention was given.***

Remember: **Be CALM, CAUTIOUS, THOROUGH AND RESPONSIBLE!**

If the slightest doubt exists, seek professional medical assistance and call 911. Our children are our most precious resource...and we need to protect them.

**City of Renton Recreation Staff are trained in CPR/First Aid.  
Please do not hesitate to ask for their help.**

Basic steps in first aid:

1. Find out what is wrong with the injured or sick child. Try to have the child stay calm and lay still while you are examining him/her.
2. Check for bleeding, lack of breathing or broken and fractured bones.  
If bleeding, apply pressure to the wound and elevate limb whenever possible.  
Always use barriers to protect yourself from blood.  
  
If not breathing, ask or find someone to call 911 and start rescue breathing until help arrives or you can no longer continue.  
  
Immobilize any possible fractures or broken bones. Splint only if you must move the child.
3. If alone and additional help is needed or no phone is available, send two responsible persons (children) to a nearby house to call 911.
4. Move the patient only if he or she is in immediate danger, or if you determine the injury is not severe.



### ZACHARY LYSTEDT LAW—CONCUSSION INFORMATION

On May 14, 2009 the Governor of Washington Christine Gregoire signed the **Zackery Lystedt Law**. Zackery Lystedt sustained a significant head injury during a Washington State high school football game. **Effective July 26, 2009**, the Lystedt Law regulates how coaches, must respond when a youth athlete is suspected of sustaining a concussion or any head injury. The law requires:

1. A concussion and head injury information form must be signed by parents and youth athletes acknowledging the risk of head injury prior to the youth athlete initiating practice or competition;
2. A youth athlete who is suspected of sustaining a concussion or head injury must be removed from play – “when in doubt, sit them out”; and

A youth athlete who has been removed from play must be evaluated and then receive written clearance from a licensed health care provider prior to returning to play. **(RCW 28A.600.190(4))**

**THE FACTS:** A concussion is a **brain injury**. All concussions are **serious**. Concussions can occur **without** loss of consciousness. Concussions can occur **in any sport**. Recognition and proper management of concussions when they **first occur** can help prevent further injury or even death.

#### WHAT IS A CONCUSSION?

A concussion is an injury that changes how the cells in the brain normally work. A concussion is caused by a blow to the head or body that causes the brain to move rapidly inside the skull. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious. Concussions can also result from a fall or from players colliding with each other or with obstacles, such as a goalpost, even if they do not directly hit their head.

The potential for concussions is greatest in athletic environments where collisions are common. Concussions can occur, however, in **any** organized or unorganized sport or recreational activity. Almost 4 million sports and recreation-related concussions occur in the United States each year. The risks of catastrophic injuries or death are significant when a concussion or head injury is not properly evaluated and managed.

#### RECOGNIZING A POSSIBLE CONCUSSION

To help recognize a concussion, you should watch for the following two things among your athletes:

1. A forceful blow to the head or body that results in rapid movement of the head. **And**
2. Any change in the athlete’s behavior, thinking, or physical functioning. (See the signs and symptoms of concussion.)

SIGNS OBSERVED BY COACHING STAFF	SYMPTOMS REPORTED BY ATHLETE
Appears dazed or stunned	Headache or “pressure” in head
Is confused about assignment or position	Nausea or vomiting
Forgets sports plays	Balance problems or dizziness
Is unsure of game, score, or opponent	Double or blurry vision
Moves clumsily	Sensitivity to light
Answers questions slowly	Sensitivity to noise
Loses consciousness (even briefly)	Feeling sluggish, hazy, foggy, or groggy
Shows behavior or personality changes	Concentration or memory problems
Can’t recall events prior to hit or fall	Confusion
Can’t recall events after hit or fall	Does not “feel right”

Athletes who experience any of these signs or symptoms after a bump or blow to the head should be kept from play until given permission to return to play by a **health care professional** (see Licensed Health Care Provided list below) with experience in evaluating for concussions. Signs and symptoms of concussion can last from several minutes to days, weeks, months, or even longer in some cases. Remember, you can’t see a concussion and some athletes may not experience and/or report symptoms until hours or days after the injury. If you have any suspicion that your athlete has a concussion, you should keep the athlete out of the game or practice.



## PREVENTION AND PREPARATION

As a coach, you can play a key role in preventing concussions and responding to them properly when they occur. Here are some steps you can take to ensure the best outcome for your athletes and the team:

**Educate athletes and parents about concussion.** Talk with athletes and their parents about the dangers and potential long-term consequences of concussion. For more information on long-term effects of concussion, view the following online video clip: [http://www.cdc.gov/ncipc/tbi/Coaches\\_Tool\\_Kit.htm#Video](http://www.cdc.gov/ncipc/tbi/Coaches_Tool_Kit.htm#Video). Explain your concerns about concussion and your expectations of safe play to athletes, parents, and assistant coaches. Pass out the concussion fact sheets for athletes and for parents at the beginning of the season and again if a concussion occurs.

✦ **Insist that safety comes first.** Teach athletes safe playing techniques and encourage them to follow the rules of play. Encourage athletes to practice good sportsmanship at all times. Make sure athletes wear the right protective equipment for their activity (such as a mouth guard, also known as a mouth protector, mouth piece or gum shield). Protective equipment should fit properly, be well maintained, and be worn consistently and correctly. Review the athlete fact sheet with your team to help them recognize the signs and symptoms of a concussion.

✦ **Teach athletes and parents that it's not smart to play with a concussion.** Sometimes players and parents wrongly believe that it shows strength and courage to play injured, especially with any head or neck injury. Discourage others from pressuring injured athletes to play. Don't let athletes persuade you that they're "just fine" after they have sustained any bump or blow to the head. Ask if players have ever had a concussion.

**Prevent long-term problems.** A repeat concussion that occurs before the brain recovers from the first—usually within a short period of time (hours, days, or weeks)—can slow recovery or increase the likelihood of having long-term problems. In rare cases, repeat concussions can result in brain swelling, permanent brain damage, and even death. This more serious condition is called second impact syndrome. Keep athletes with known or suspected concussion from play until they have been evaluated and given permission to return to play by a health care professional with experience in evaluating for concussion. Remind your athletes: "It's better to miss one game than the whole season."

### **ACTION PLAN: WHAT SHOULD A COACH DO WHEN A CONCUSSION IS SUSPECTED?**

1. Remove the athlete from play. Look for the signs and symptoms of a concussion if your athlete has experienced a bump or blow to the head. Athletes who experience signs or symptoms of concussion should not be allowed to return to play. When in doubt, keep the athlete out of play.
2. Ensure that the athlete is evaluated right away by an appropriate health care professional. Do not try to judge the severity of the injury yourself. Health care professionals have a number of methods that they can use to assess the severity of concussions. As a coach, recording the following information can help health care professionals in assessing the athlete after the injury: • Cause of the injury and force of the hit or blow to the head • Any loss of consciousness (passed out/knocked out) and if so, for how long • Any memory loss immediately following the injury • Any seizures immediately following the injury • Number of previous concussions (if any)
3. Inform the athlete's parents or guardians about the possible concussion and give them the fact sheet on concussion. Make sure they know that the athlete should be seen by a health care professional experienced in evaluating for concussion.
4. Allow the athlete to return to play only with written permission from a licensed health care professional with experience in evaluating concussions. A repeat concussion that occurs before the brain recovers from the first can slow recovery or increase the likelihood of having long-term problems. Prevent common long-term problems and the rare second impact syndrome by delaying the youth athlete's return to the activity until he or she receives appropriate medical evaluation and written approval for return to play.

Inform your league or sports organization and [Member name] of all concussion injuries.

### **Licensed Health Care Providers**

**The following is a list of licensed health care providers that are trained in the evaluation and treatment of concussions/brain injuries and authorized to allow the athlete to return to play. This list is not exhaustive.**

Medical Doctors (MD), Doctor of Osteopathy (DO), Advanced Registered Nurse Practitioner (ARNP), Physicians Assistant (PA)

Licensed Certified Athletic Trainers (ATC)

**If you think your athlete has sustained a concussion...take him/her out of play, and seek the advice of a health care professional experienced in evaluating for concussion.**



## ACCIDENT REPORT FORM

Date: \_\_\_\_\_ Day: \_\_\_\_\_ Time: \_\_\_\_\_

Name of Facility: \_\_\_\_\_

### Personal Data of Injured Party:

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Where did accident occur (be specific)? \_\_\_\_\_

When did accident occur (indicate date & time)? Day/Date: \_\_\_\_\_ Time: \_\_\_\_\_

In what program/activity was injured party participating? \_\_\_\_\_

What equipment, if any, was involved in accident? \_\_\_\_\_

Was there a staff member/instructor present at the time of the accident? YES ☐ NO ☐

If yes, by whom? \_\_\_\_\_

What type of injury was incurred? (i.e. bruise to left arm, laceration, etc.) \_\_\_\_\_

Describe in detail how accident occurred? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Witnesses information:

Name: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Was 911 Called : YES ☐ NO ☐ If yes, by who? \_\_\_\_\_

Was first aid administered? YES ☐ NO ☐

If yes, what kind & by whom? \_\_\_\_\_

Was injured party referred to medical assistance? YES ☐ NO ☐

Name of person who accompanied injured person to medical assistance: \_\_\_\_\_

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Parent Involvement Information





## PARENT MEETING

### Things to cover at Parent Meeting:

1. Share your philosophy as well as that of the league.
2. Let parents and players know what your expectations are from the beginning.
3. Communicate the gym rules and the fact that we are guests in school district facilities and may lose our practice site if these rules aren't followed.
4. Emphasize to the parents that, for the safety of their children, they are not to drop the player off until contact has been made with you. There may be another group in using the gym prior to your practice. We do not want the children left unsupervised. This is also a good time to stress that they promptly pick up their child, as you may have to vacate the gym for the next user.
5. Stress their role as a parent and the foundation of good sportsmanship.
6. **Ask for help.** You will benefit from a telephone parent, a snack parent (if needed), a parent to help with monitoring the facility at practices, a parent to plan the end of season party.....**all you can do is ask.**
7. Pass out parents and players code of conduct information.

## PARENT MEETING VOLUNTEER LIST

VOLUNTEER OPPORTUNITIES	PARENT NAME	CELL NUMBER	EMAIL
Assistant Coaches			
Picture Day Organizer			
Telephone Tree			
Facility Practice Monitor			
Game Day Snacks			
End of the Season Party			
Player Awards			



## **SAMPLE COACH/PARENT LETTER**

As a coach, your responsibilities include the general organization of the team. Remember, you do not have to do this alone. We recommend you have a parent meeting either prior to the first practice or as part of the first practice. This is your opportunity to establish a positive relationship with the parents of your players. Below is a sample of a letter that one of our former parent/coaches created for their parent meeting. Please feel free to pull this letter and use it.

### **Coach's Philosophy:**

1. Players should know more about the game by the time the season is over. This includes a better understanding of the rules and an increased ability to execute the basic skills.
2. Players should learn and practice good sportsmanship and team unity. This should be evident in their treatment of teammates, officials, the opposing team and coaches.
3. Sports should be fun. By accomplishing the first two goals, practices should be a positive time for players to feel good about what they are doing and games should be a place for them to put into practice what they have learned.

### **Coach's Expectations:**

1. Players need to attend practice unless they are sick or there is an unusual circumstance that keeps them away. If transportation is a problem, please try to make arrangements with another parent to help with carpooling. Basketball is very team oriented and when players miss practice, it hurts the whole team.
2. Try to get to games 20 minutes before they start. Schedules will be available soon.
3. Parents stay at practice at their own risk-they may be asked to help! We are guests in the Renton School District and must maintain a controlled area. If you choose to stay, please do not bring siblings to watch practices, as it is difficult to monitor their activity. Do not allow your player to bring food or beverages to the practice. Water bottles are encouraged. This eliminates some of the hall activity.
4. Parents are expected to model good sportsmanship to the officials, coaches, parents and players. Children learn best by example.
5. Open communication between coach, parents and players is a must. If you have a question or concern, please bring it up as soon as possible so a solution can be found. Talk to the coach before or after practice or over the phone so as not to lose practice time.

**COACH:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_

### **PRACTICE TIME & LOCATION:**

\_\_\_\_\_





## RENTON SCHOOL DISTRICT GYMNASIUMS

The coach is responsible for the safety of all kids and adults while using the gym. Only kids and adults associated with your practice are to be in the gym during your assigned practice time.

Check the bathrooms, entry way and gym thoroughly upon arrival. If anything is wrong, contact the custodian immediately so that proper action can be taken.

If during your practice damage to the school should occur, contact the school custodian, inform them of what happened and make sure the damage is cleaned up before practice can continue. Contact the Recreation Coordinator and report what happened.

When you leave the area, check gym, bathroom, and entry closely for damage and for anyone who might be left inside. Communicate with the other coaches. Leave the gym exactly the way you found it. Turn off the lights that should be turned off and lock the doors and windows. Remember, we are guests, please respect their property. If you are the last team practicing that evening, please find the custodian to let them know you are finished.

### Participants

***No participant is allowed to:***

1. Wander the halls of the school building. (Participants should remain in the gym.)
2. Go up on stage or behind the curtains.
3. Take equipment outside the gym: **No bouncing balls except in the gym.**
4. Touch light switches, locks, posters additional equipment in gym etc.
5. Run in the hallways, locker room and restrooms.
6. Smoke on school grounds.
7. Kick basketballs or volleyballs.
8. Touch voting machines.
9. Climb on bleachers.
10. Use gymnastics equipment.

### Gym Rules

1. Never leave the gym unattended. No kids are allowed in the gym unless the coach is present.
2. Basketball shoes only. No black soled shoes that mark the floors.
3. No bouncing the ball off the walls. No hanging on the basketball nets.
4. No tag or horseplay is allowed.
5. **No food or drink is allowed in any school gymnasium.** Please use drinking fountains.
6. Leave school equipment exactly the way it was found. Do not allow children to play with or use equipment any equipment that you did not provide.
7. Be aware of who is in the bathroom, hall and entry.

- **Don't forget to check the website daily for gym closure updates!**
- **Don't forget to contact the school if you are not practicing that evening by 3:30pm!**



## 2010-2011 Player/Parent Code of Conduct

**Sportsmanship:** Good sportsmanship is expected from the players, parents, and coaches. Children learn best by example. The following League Code of Conduct outlines parent, player and coach behavior. Those parents/players unable to follow the Code of Conduct may be requested to leave the game site or excused from participating in the City of Renton's Youth Basketball Program.

**League Rule:** Coaches, parents and players are prohibited from communicating (verbally or non verbally) in reference to the "officials judgment" i.e. calls or non-calls. Coaches and players may ask for a rule clarification from an official only during pre-game and halftime. Infractions of this rule will result in a technical foul and possible suspension or expulsion determined by the recreation staff.

**Player Code of Conduct:** As a player, before, during and after the game...

I will be respectful, positive, and supportive of all players, coaches, parents, and league officials/staff.

I will play for the fun of it, not just to please my parents or coaches. I will remember that the goal of the game is to have fun, improve my skills and feel good about participating in the youth sports.

I will concentrate on playing basketball with my best efforts in a safe, fair and responsible manner. I will not intentionally harm or endanger another teammate or opponent. I understand that failure to do so may result in a suspension or dismissal from the program.

I am responsible for my conduct and expected to be respectful and use appropriate language when communicating to coaches, participants, officials and spectators.

I will attend all practices and games unless I am sick or there is an unusual circumstance that keeps me away.

I understand that by receiving disciplinary action from an official during the season may result in dismissal from playing indefinitely.

\_\_\_\_\_  
Player Signature

\_\_\_\_\_  
Date

**Parent Code of Conduct:** As a parent/Guardian, before, during and after the game...

I will treat all participants with respect by being positive and constructive at all times to players and coaches.

I will not use abusive or profane language or gestures, and control my anger at all times.

I will treat all referees with respect, while understanding that basketball rules require quick judgment. Therefore I will not openly criticize the referees or participants at any time before, during, or after the game.

I will cheer positively at all times, providing encouragement for both teams.

I will support my child's commitment to the team by assuring his/her attendance at practices and games in a timely manner. I will make every effort to communicate with the coaching staff should my child be unable to attend.

I will emphasize effort and skill development over winning.

I will not use tobacco products, or consume alcoholic beverages before or during any practices or games.

I understand that by receiving disciplinary action from an official, site supervisor or the coordinator during the season may result in dismissal from the program/facility indefinitely.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Team Name

\_\_\_\_\_  
Grade

*Please return to your child's coach at the first scheduled practice.*



## YOUTH ATHLETICS EMERGENCY INFORMATION

**Attention Parents: Please complete and return to the coach at the next practice/game.**

PLAYER NAME: \_\_\_\_\_ PARENT NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE \_\_\_\_\_ ZIP: \_\_\_\_\_

HOME #:(\_\_\_\_) \_\_\_\_\_ WORK #: (\_\_\_\_) \_\_\_\_\_ CELL #: (\_\_\_\_) \_\_\_\_\_

D.O.B: \_\_\_\_\_ AGE: \_\_\_\_\_ GRADE \_\_\_\_\_ SCHOOL: \_\_\_\_\_

EMERGENCY CONTACT PERSON(S): \_\_\_\_\_

EMERGENCY PHONE NUMBERS: (\_\_\_\_) \_\_\_\_\_ (\_\_\_\_) \_\_\_\_\_

PHYSICIANS NAME: \_\_\_\_\_ PHONE #: (\_\_\_\_) \_\_\_\_\_

### OPTIONAL MEDICAL HISTORY:

- |  |  |
|--|--|
| <input type="checkbox"/> Asthma                        | <input type="checkbox"/> Glasses or contacts       |
| <input type="checkbox"/> Surgery within the year       | <input type="checkbox"/> Allergies                 |
| <input type="checkbox"/> Bleeding tendencies           | <input type="checkbox"/> Serious illness           |
| <input type="checkbox"/> Head injuries within the year | <input type="checkbox"/> Diabetes                  |
| <input type="checkbox"/> Seizures or fits              | <input type="checkbox"/> Fractures within the year |
| <input type="checkbox"/> Dental braces or bridges      | <input type="checkbox"/> Heart murmur              |
| <input type="checkbox"/> Current medication            | <input type="checkbox"/> Other                     |

Other: \_\_\_\_\_

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**PLEASE RETURN TO YOUR COACH AT YOUR FIRST SCHEDULED PRACTICE**



# Officials



## THE YOUTH SPORTS OFFICIAL

One of the major problem areas in youth sports concerns the relationship between the officials, coaches, parents and players. For the most part, the person who controls these relationships is the coach.

It's important the coach remembers that the game itself belongs to the players. Blaming the officials for a loss or a victory only detracts from the efforts made by the young competitors.

During the game a coach, more than any other person (through his/her actions), can affect the attitudes of fans and players toward the officials. If a coach remains under control during adverse situations, the fans and players tend to accept the official's decisions. Fans and players generally react based on the coach's actions.

The coach's attitude toward the officials during a game will also affect the performance of the players. A coach who is constantly berating officials will soon find his players doing the same. Soon the players become more concerned with the officiating than with performing those skills taught during practice sessions. As a result, players lose the meaning of the game, as well as the concentration it takes to out play their opponents. Soon this attitude will affect their efforts. This attitude also provides them with a built-in excuse for poor performance.

On the other hand, a coach that accepts questionable calls and retains composure will soon find that the official's decisions will have little bearing on players' attitudes and efforts. Players will respond much like their coach to adverse conditions and will remain under control, concentrating on skills learned and out-performing their opponents. Players' efforts are not minimized but are rewarded. The outcome of the competition depends on the performances of all involved.

This does not mean that you should put up with poor officiating, but that there is a time and place to correctly deal with poor officials. There are incompetent officials. There are also competent officials that make mistakes. But there are also incompetent players and coaches.

By openly criticizing and showing displeasure with the official's decision, a coach succeeds in only making the situation worse. If you need to approach an official, do so in a sportsmanlike manner.

### **Never, under any circumstances:**

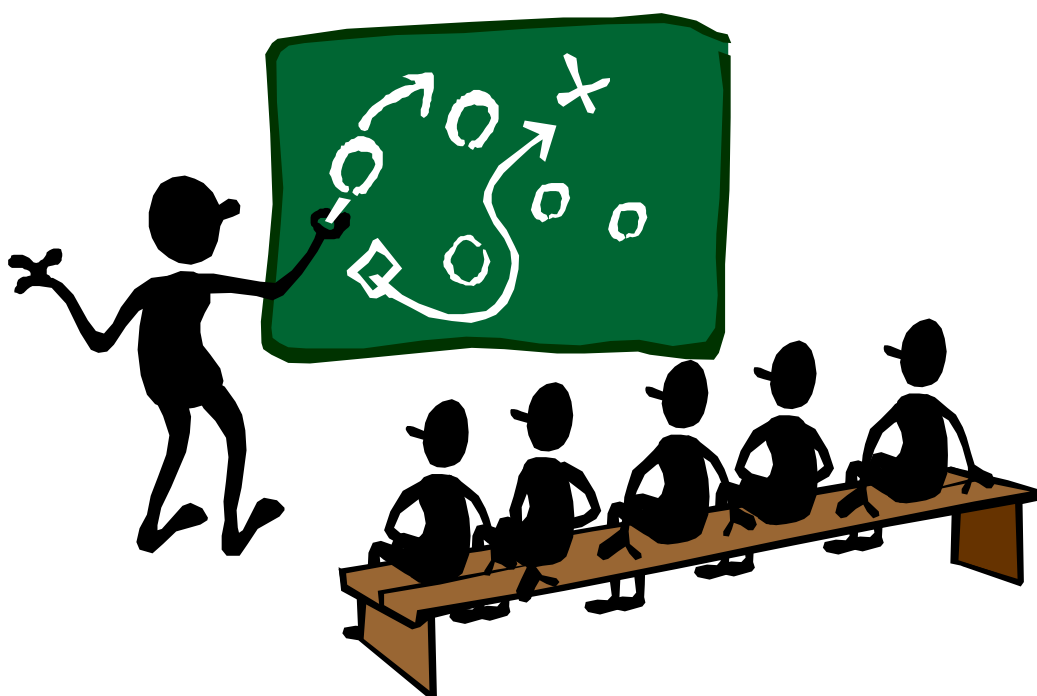
- a. charge an official
- b. shout - always speak in controlled manner
- c. gesture wildly

After the game, discuss the situation with the officials in a sportsmanlike manner. Maybe you missed something, the official had a different view and saw something different. Maybe a rule was not understood or misinterpreted by either you or the official.

Remember, coaches are the primary example for not only the children but the parents as well. Do not attempt to solve a situation with irrational actions. LEAD BY EXAMPLE. Coaches should try to maintain control and exhibit sportsmanship allowing the children to learn by example and focus on the positive factors of the athletic experience.



# Coaching Resources





## Coaching Principles

### A. The “Reward Power” of Coaches:

1. Be liberal with reinforcement.
2. Have realistic expectations and consistently reinforce achievement.
3. Give reinforcement for desirable behavior as soon as it occurs.
4. Reinforce effort as much as you do results.

### B. Reacting to Mistakes:

1. Give encouragement immediately after a mistake.
2. If the athlete knows how to correct the mistake, encouragement alone is sufficient.
3. When appropriate, give corrective instruction after a mistake, but always do so in an encouraging and positive way. Three elements in giving corrective instruction: compliment, give future oriented instructions, and use a positive statement.
4. Don’t punish when things go wrong.
5. Don’t give corrective instruction in a hostile or punitive way.

### C. Maintaining Order and Discipline:

1. Maintain order by establishing clear expectations and a “team rule” concept.
2. Involve players in formulating BEHAVIORAL guidelines and work to build team unity in achieving them.
3. Strive to achieve a balance between freedom and structure.
4. Emphasize that during a game, all members of the team are part of the game, even those on the bench.
5. Use reinforcement to strengthen team participation and unity.

### D. Dealing with Team Rule Violations:

1. Allow the athlete to explain his/her actions.
2. Be consistent and impartial.
3. Don’t express anger or a punitive attitude.
4. Don’t lecture or embarrass the athlete.
5. Focus on the fact that a team policy has been broken, placing the responsibility on the athlete, not you.
6. When giving penalties, it’s best to deprive children of something they value (e.g. have them sit off to the side, “time out”).
7. Don’t use physical measures which could become adverse by being used to punish (e.g. running laps, doing push-ups).

### E. Creating a Good Learning Atmosphere:

1. Always give instruction positively.
2. When giving instructions be clear and concise.
3. If possible, show players the correct technique by demonstrating.
4. Be patient and don’t expect or demand more than maximum effort.
5. Reinforce effort and progress.



## Coaching Principles Continued

### **F. Getting Positive Things to Happen:**

1. Set a good example of behavior.
2. Encourage effort, don't demand results.
3. In giving encouragement, be selective so that it is meaningful.
4. Never give encouragement in a sarcastic or degrading manner.
5. Encourage players to be supportive of each other, and reinforce them when they do so.

### **G. Player Recognition:**

1. Show all athletes that you care about them as individuals.
2. Don't let athletes leave a practice or game feeling like losers.

### **H. Communicating Effectively:**

1. Ask yourself what your actions have communicated.
2. Encourage athletes to express their concerns to you.
3. Be sensitive to individual needs.
4. Communicate at the time when the child is most receptive.

### **I. Gaining Player's Respect:**

1. Establish your role as a competent and willing teacher.
2. Be a fair and considerate leader.
3. Set a good example.
4. Don't demand respect, earn it.

### **J. Counteracting Parental Pressures:**

1. Communicate to your players that the important thing is that they enjoy playing and developing their skills, not that they must win or be a star.
2. Communicate to parents that by placing excessive pressure on youngsters, they can detract from the potential that youth sports can have for enjoyment and personal growth.
3. Have a meeting with parents before the season to discuss these matters.





## Coaching Principles Continued

### Know Basketball and Enjoy It

1. This does not mean you have to be a former athlete or an expert on basketball. You need to understand the basics if you are going to teach it. Many excellent coaches are not former great athletes but gained their knowledge through reading, studying and conversation with other coaches.
2. Enjoy. To do a good job, you need to enjoy your work. If you enjoy it, the kids can share in this feeling and enjoy the sport experience.
3. Kids don't care how much you know until they know how much you care.

### Know and Enjoy Your Youngsters

The game is for the kids. You cannot play the game - let the children play. Give them the freedom to perform. Watch the game and enjoy it as your young players try their best to play well for you, as well as themselves.

### Be a Good Role Model

Set a good example. Do as I do, as well as what I say. Children will become mirror images of their coaches.

### Coach As You Would Want to be Coached

1. At the end of each season, ask yourself, "If I had been the least athletically talented player on my team, how would I like playing for myself?" . Did I learn...
  - a. Fundamentals?
  - b. Self-assurance?
  - c. Effort?
  - d. Discipline?
2. Did I enjoy my experience?
3. Will I play again next year?

### Treat Each Player as an Individual

Try and treat everyone fairly, but do not treat them equally, as they are not equal. They are all different individuals. To treat them all equally is to treat them very unfairly. What may be right for one may not be right for another. Each individual and situation is different, so treat them as such.

## PARTICIPANT GOALS

- Fun
- Participation
- Skill Development
- Recreate with their friends





## Coaching Principles Continued

**Preparation:** Give attention to detail! Prepare your schedule thoroughly, bearing in mind players' abilities, facilities and available equipment. Elaborate within your notes. Adapt to the player's response (be flexible).

### Four Key Elements of Sports Teams

1. Action - Keep your players active.
2. Repetition - Provide many repetitions of the basic skills. Use variety of drills to work on the same basic skill.
3. Competition - Inspire players to compete with themselves and with others.
4. Organization - Plan every practice session.

**Motivation:** The key motivation in sports is the ball. Use it in activities as much as possible. When using equipment (cones, flags, etc.) make sure the layout has visual effect. Help athletes to view their future with the sport as a great player, but don't over emphasize.

**Activity:** Explanations should be brief. Involve the participants in the activity as soon as possible. Start the activity as soon as possible.

**Reinforcement:** Be positive, encourage and compliment good play.

### ***“Repetition of the basic skills is the foundation of mastering fundamentals”***

Use the same loosening-up routine before practice. This phase will become automatic to the players and they will look organized and professional doing it.

Practice is for a player's timing and confidence. Make sure the players stay active. Adjust for each individual.

Players don't improve their skills by standing idle watching other players being active. Kids learn by participating. Avoid elimination games (keep everyone active).

The key motivation in the sport is the ball. Use it in activities as much as possible.

Start simple; move from the easiest to the most difficult.

Be flexible (add/change, be creative). Change activities often to keep their interest.

Physical errors are made when players wait to think what to do with the ball while they are playing.

Be positive, encourage and compliment good play.

**Involvement:** Always involve players in activities.



## Coaching Principles Continued

### Demonstrations: Select a suitable position

- Give a high quality demonstration that children can view for future performances.
- Use children to demonstrate so they see a realistic view (don't take preferences!).
- View all the children when speaking.
- Remove balls from children (distractions).
- Do not face the children into the sun.
- Speak with authority and confidence.
- Allow only one person to speak at one time.
- Ask questions about the skills being demonstrated.
- Allow the children to find solutions.
- Speak when stationary.

### Tips:

- Observe from outside of activity.
- Guide by challenge.
- Make all technical exercises realistic.
- Have enough balls for every player.
- Use activities where every child has a ball.
- Add/change, be creative.
- Show your enthusiasm for the game.
- If you are not having fun neither are the children.

### Coach/Child Interaction:

- Joke with your participants, not about them (keep a sense of humor), and avoid sarcasm.
- Treat participants with dignity and respect. Do not talk down to a child.
- Define your behavior expectations (rules and regulations) immediately.
- Provide immediate responses for inappropriate behavior and consistent follow through.
- Keep any reprimands private.
- Be sensitive to the participant's feelings
- Make learning active and fun!
- Corporal punishment is against the law!



## Coaching Principles Continued

### Do...

Let every child play. Stress teamwork and fun, not winning.

Make sure children know it's all right to fail, as long as they are giving their best effort.

Make the games a fun learning experience with equality for all your children.

Change your activities often to maintain interest.

Speak in a calm "teaching" voice, particularly when correcting mistakes.

Use positive reinforcement when players fail. Self-esteem is critical to young children.

Allow players to try different positions, even if you don't think they fit that role. Plus, playing the same position might bore your players.

### Don't...

Embarrass a child when a mistake is made.

Give your players a pecking order with ability or gender. Kids are smart enough to know who is a good player and who isn't.

Overload your players with last second advice.

Underestimate a child's injury. They came to play and they may just ignore an injury. They also may use fake injuries to sit out. Know your kids!

Yell at children, referees, basketball staff, or other coaches. It sets a bad example and is de-meaning.

Play a game or activity past the peak of excitement. You will burn out the activity and you will not gain the children's attention with it again.



## SUGGESTIONS FOR DESIGNING EFFECTIVE PRACTICES

You may design and implement practice conditions in many different ways, but to be effective for proper learning, they must be consistent with the following principles.

### **Practice the skill in contest-like conditions as soon as athletes are able to do so.**

Structure your drills so that they simulate contest conditions. The more your drills are similar to the actual competitive situation, the more helpful they will be playing the sport.

Practice the skill at the speed it is to be performed in competition, provided it can be executed safely and with a reasonable degree of accuracy. This produces more rapid and effective learning than does emphasizing slow, accurate movements and gradually increasing the speed. On the other hand, if the skill requires both speed and accuracy, equal emphasis should be placed on both during the practice session.

### **Practice should be short and frequent when learning a new skill.**

When athletes first learn a skill, they are likely to make many errors and tire quickly. Therefore, the skill should be practiced frequently, but not for too long. In other words, when youngsters must use considerable mental and physical effort to perform the skill, practicing the skill should be interspersed with either rest intervals or the practice of another skill that uses different muscle groups and demands less effort.

If you decide on rest intervals, you can use them to explain to the team what they need to do to improve their execution of the skill. If you decide on another skill instead of a rest interval, have the team practice the new skill for ten minutes, another skill for ten minutes and the new skill again for ten minutes.

A modified version of this latter approach can be used in situations when all of the athletes cannot practice a certain skill at the same time. In such situations, divide the team into small groups and have them practice different skills at the same time. After a certain amount of time (5-10 minutes), have each group practice another skill. Continue this routine until each group practiced all the skills planned for the session. If a group has just finished practicing a skill that demanded a great deal of effort, the next skill they should practice should require less effort or different muscle groups.

When the athletes' skill level has improved, you can increase the time devoted to practicing it; however, do not practice any one skill for too long. Ten or fifteen minutes per drill is usually enough.

### **Each athlete should be working on some aspect of the sport throughout the practice.**

Nothing is more boring for youngsters than to stand around for a long time and watch someone else perform. You can avoid this problem by using your practice time efficiently, which results from careful planning. Try to have each athlete working on some aspect of the sport during every moment of the practice.

### **Practice conditions should make maximum use of available facilities and equipment.**

Design your drills, practice formations, and so on to make efficient use of the facilities and equipment available. You can check your design efficiency by asking yourself two questions: First, is a facility or piece of equipment not being used that could be used? And second, could a facility or piece of equipment be used in a better way?



**The athletes should experience a reasonable amount of success at each practice.**

If you have set realistic instructional goals, and you have helped your athletes set realistic personal goals, your athletes will not be strangers to success. One way to structure regular opportunities for success is to be certain that at each practice session the athletes engage in at least one skill or activity which they can perform reasonably well. You can also compliment as many members of the team as possible for correct performance of the whole skill or parts of it. And if some young athletes didn't perform anything correctly at a practice but made a sincere effort, praise them for that and encourage them to keep trying. If the team is having difficulty performing a skill correctly, have them take a break or practice some other aspect of the sport and come back to that skill later. It is sometimes better to back off from a new skill and approach it freshly later. Forcing the learning process is likely to produce failure and frustration.

**Create a practice atmosphere in which the athletes are not afraid of making mistakes.**

Mistakes are a natural part of the learning process and should never be ridiculed by you, your assistant coaches or the youngster's teammates or parents. Discourage anyone from making fun of or blaming an athlete who makes a mistake or cannot perform a skill.

**Let your athletes help in the planning of practices.**

As a cooperative style coach, you should permit your athletes to suggest what they would like to work on in upcoming practices. If their suggestions are appropriate, use them. When youngsters share the planning of practices, they are likely to be more motivated and to find the practice more meaningful.

**Frequently emphasize that practices are for improving.**

This principle seems obvious, but athletes all too frequently come to practice without the intention of improving. If members of your team have this attitude, you must help them change it if they are to improve. They should understand that each time they come to practice, three things happen to their performance: (a) it can stay the same, (b) it can get better, or (c) it can get worse. If they want their performance to improve, they must come to practice with the intention of improving.

**Allot time for practicing skills which need improvement.**

You can help your athletes identify those skills which need more practice by recording their progress on each skill. Athletes sometimes spend too much time practicing what they already know how to do well because they can experience success - at the expense of practicing those skills they need to develop. You need to be aware of this tendency, yet give each athlete the responsibility to practice skills on which he or she needs to improve. This is consistent with the cooperative style of coaching which helps athletes become independent.

**Make practice fun.**

Avoid repetitious and boring practice sessions. You can make it fun by using a variety of drills and gimmicks, changing your practice schedule occasionally, being enthusiastic, letting the team help in the planning of the practice and having the youngsters engage in some competition during the practice.



## **STRETCHING & CONDITIONING**

Training for young athletes has always stressed discipline, constantly pushing to new limits, and building maximum strength and power. As coaches, we are interested in team performance, but our most important goal is the proper teaching of the young athletes under our supervision.

The best way to teach stretching is by our own example. When you yourself do the stretches and enjoy them, you will communicate this with your enthusiasm. You will generate the same kind of attitude in your students.

In recent years, some attention has been given to stretching for injury prevention, but even here, there has been too much emphasis on maximum flexibility. Stretching is entirely individual. Let your young athletes know that it is not a contest. There should be no comparisons made between children because each is different. The emphasis should be on the feeling of the stretch, not how far one can go. Stressing flexibility at the beginning will only lead to over stretching, a negative attitude and possible injuries. If you notice someone who is tight or inflexible, don't single him/her out; emphasize the proper stretches for him/her alone, away from the group.

As a coach, emphasize that stretching should be done with care and common sense. You do not have to set standards or push limits. Do not overwork or force your students to do too much. They will soon find what they feel good doing. They will improve naturally - and enjoy it.

It is important for children to understand that each and every one of them is an individual without comparison and with a certain potential. What it all boils down to is that all they can do is their best, nothing more.

### **WARM-UP**

Each training session should begin with a warm-up designed specifically for your sport. When possible, begin on the floor and have your athletes do slow stretching exercises for the lower back, hamstrings (strong muscles on the back of the upper leg), and groin. Stretching increases range of motion, reduces risk of injury and relieves muscle soreness. Athletes should not try to stretch the muscles by "bouncing"; they should just reach until they feel discomfort or a slight, tingling pain. Then, have them hold for a count of 5 (you may increase to 10) and relax. Any muscles that get sore or are more easily injured when "stiff" should be stretched. Five to ten minutes of stretching is usually adequate.

After your team has gone through the warm-up period together, you may want to do some conditioning exercises before you begin skill instruction or scrimmage. You may want them to "run a lap" to strengthen their legs, run some sprints. Be creative; it will make your practices more exciting and thus, more fun.

By using the first 20 minutes of practice for stretching and conditioning, you not only will give your athletes proper preparation for playing, but also improve their ability to play well and prevent injury.



## **STRETCHING & CONDITIONING Continued**

### **BASIC TECHNIQUES OF STRETCHING**

Don't stretch too far, especially in the beginning. Get a slight stretch and increase it after you feel yourself relax.

Hold a stretch in a comfortable position; the stretch tension should subside as you hold it.

Breathe slowly, deeply and naturally - exhale as you bend forward. Do not stretch to a point where you cannot breathe normally.

Do not bounce. Bouncing tightens the very muscles you are trying to stretch. Stretch and hold it.

Think about the area being stretched. Feel the stretch. If the tension becomes greater as you stretch, you are overstretching. Ease off into a more comfortable position.

Do not try to be flexible. Just learn to stretch properly and flexibility will come with time. Flexibility is only one of the many by-products of stretching.

### **OTHER THINGS OF WHICH TO BE AWARE**

We are different every day. Some days we are more tight or loose than other days.

You have control over what you feel by what you do.

Regularity and relaxation are the most important factors in stretching. If you start stretching regularly, you will naturally become more active and fit.

Don't compare yourself with others. Even if you are tight or inflexible, don't let this stop from stretching and improving yourself.

Proper stretching means stretching within your own limits, relaxed and without comparisons.

Stretching keeps your body ready for movement.

Stretch whenever you feel like it. It will always make you feel good.





## PLANNING YOUR PRACTICE SESSION

Topic: \_\_\_\_\_ Coach Name: \_\_\_\_\_

WARM-UP	ORGANIZATION	KEY COACHING POINT
INDIVIDUAL ACTIVITY		
SMALL GROUP ACTIVITY		
LARGE GROUP ACTIVITY		



## **BASKETBALL INSTRUCTIONAL GOALS FOR GRADES 1 & 2**

Objective: The major objective is to teach players six to eight years of age the skills, rules and strategies needed to play a game. Players will continue to develop skills throughout the season.

### **Instructional Goals:**

1. Players will be able to make a two-handed chest pass, a two-handed overhead pass and a two-handed bounce pass so that the receiver can catch it.
2. Players will be able to catch a pass thrown from five to ten feet away.
3. Players will be able to perform a low, controlled dribble with their strong hand.
4. Players will be able to perform a high, speed dribble with their strong hand.
5. Players will be able to start and stop properly while handling the ball.
6. Players will be able to shoot a driving lay-up using proper mechanics with their strong hand.
7. Players will be able to shoot a one-hand set shot with proper mechanics between five to ten feet from the basket.
8. Players will be able to execute the defensive slide with proper mechanics.
9. Players will be able to play man-to-man defense guarding the player with the ball.
10. Players will be able to demonstrate knowledge of basketball rules and procedures.



## **BASKETBALL INSTRUCTIONAL GOALS FOR GRADES 3 & 4**

Objective: The major objective is to teach players eight to ten years of age the skills, rules and strategies needed to play a game. Players will continue to develop skills throughout the season.

### **Instructional Goals:**

1. Players will be able to make a two-handed chest pass, a two-handed overhead pass and a two-handed bounce pass so that the receiver can catch it.
2. Players will be able to catch a pass thrown from ten to fifteen feet away.
3. Players will be able to perform a low, controlled dribble with their strong hand.
4. Players will be able to perform a high speed dribble with their strong hand.
5. Players will be able to perform a crossover dribble.
6. Players will be able to start and stop properly while handling the ball.
7. Players will be able to shoot a driving lay-up using proper mechanics with their strong hand.
8. Players will be able to shoot a one-hand set shot with proper mechanics between ten to fifteen feet from the basket.
9. Players will be able to shoot a free throw with proper mechanics and concentration.
10. Players will be able to execute the defensive slide with proper mechanics.
11. Players will be able to play man-to-man defense guarding the player with the ball.
12. Players will be able to demonstrate proper rebounding techniques.
13. Players will be able to demonstrate knowledge of basketball rules and procedures.
14. Players will demonstrate knowledge of basic defensive strategies.



## **BASKETBALL INSTRUCTIONAL GOALS FOR GRADES 5 & 6**

Objective: The major objective is to teach players ten to twelve years of age the skills, rules and strategies needed to play a game. Players will continue to develop skills throughout the season.

### **Instructional Goals:**

1. Players will be able to make a two-handed chest pass, a two-handed overhead pass and a two-handed bounce pass so that the receiver can catch it.
2. Players will be able to catch a pass thrown from ten to fifteen feet away.
3. Players will be able to perform a low, controlled dribble with either hand while maintaining proper visual soft centering on the court.
4. Players will be able to perform a high speed dribble with either hand while maintaining proper visual soft centering on the court.
5. Players will be able to perform a crossover dribble and change of pace dribble while maintaining proper visual soft centering on the court.
6. Players will be able to start and stop properly while handling the ball.
7. Players will be able to fake properly to get open to receive a pass.
8. Players will be able to execute various ball fakes and pump fakes before passing or shooting.
9. Players will be able to shoot a driving lay-up properly with both the right and left hand.
10. Players will be able to shoot a one-hand set shot with proper mechanics between 10 to 20 feet from the basket.
11. Players will be able to shoot a jump shot with proper mechanics within 10 feet of the basket.
12. Players will be able to shoot a free throw with proper mechanics and concentration.
13. Players will be able to execute the defensive slide with proper mechanics.
14. Players will be able to play man-to-man defense guarding the player with the ball.
15. Players will be able to play "help-side" man-to-man defense.
16. Players will be able to demonstrate proper rebounding techniques.
17. Players will demonstrate knowledge of basketball rules and procedures.
18. Players will demonstrate knowledge of basic defensive strategies.
19. Players will be able to execute four, simple, man-to-man offensive plays.



## **BASKETBALL INSTRUCTIONAL GOALS FOR GRADES 7, 8, & 9**

Objective: The major objective is to teach players twelve to fifteen years of age the skills, rules and strategies needed to play a game. Players will continue to develop skills throughout the season.

### **Instructional Goals:**

1. Players will be able to make a two-handed chest pass, a two-handed overhead pass and a two handed bounce pass so that the receiver can catch it.
2. Players will be able to catch a pass thrown from ten to fifteen feet away.
3. Players will be able to perform a low, controlled dribble with either hand while maintaining proper visual soft centering on the court.
4. Players will be able to perform a high, speed dribble with either hand while maintaining proper visual soft centering on the court.
5. Players will be able to perform a crossover dribble and change of pace dribble while maintaining proper visual soft centering on the court.
6. Players will be able to start and stop properly while handling the ball.
7. Players will be able to fake properly to get open to receive a pass.
8. Players will be able to execute various ball fakes and pump fakes before passing or shooting.
9. Players will be able to shoot a driving lay-up properly with both the right and left hand.
10. Players will be able to shoot a jump shot with proper mechanics between 10 to 20 feet from the basket.
11. Players will be able to shoot a free throw with proper mechanics and concentration.
12. Players will be able to execute the defensive slide with proper mechanics.
13. Players will be able to play man-to-man defense guarding the player with the ball.
14. Players will be able to play "help-side" man-to-man defense.
15. Players will be able to demonstrate proper rebounding techniques.
16. Players will demonstrate knowledge of basketball rules and procedures.
17. Players will demonstrate knowledge of basic defensive strategies.
18. Players will be able to execute six, simple, man-to-man offensive plays.
19. Players will be able to run a fast break offense.
20. Players will be able to play a full court trap defense.
21. Players will be able to run a full court press-breaker offense.



## WHY COACHES ARE IMPORTANT

Most coaches tend to underestimate the influence they can have on the youngsters who play for them. But in reality, you not only occupy a central role in the athletic setting, but your influence also extends into other areas of your players' lives. Your actions and attitudes you express help to shape their view of the world and of themselves. For some children, you may be a more important influence than their parents during a formative period of their lives. And in some cases, the youngster may look to you as a substitute for a parent who is missing in either a physical or psychological sense.

Coaches, like children, involve themselves in sports for many reasons. There are many goals to strive for, and it is important to be aware of the particular goals you have chosen to pursue. Most youth sports programs are oriented toward providing a healthy recreational and social learning experience for children and are not intended to be miniature professional leagues. Unfortunately, some coaches get caught in the "winning is everything" philosophy that characterizes much of our sport culture. Consequently, they may temporarily lose sight of what youth coaches should really be about. This is not to say that coaches should not try to build winning teams; but sometimes winning becomes more important for the coach than it is for the players. Our research has shown that coaches for whom a player enjoyed playing for were most successful in promoting feeling of self-worth. Winning will take care of itself within the limits of your players' talents. In your role as a teacher, it is important to recognize that skills are most likely to develop within a positive and happy relationship between you and your players. And while happy players don't always win, they need never lose.

Children can learn from both winning and losing. But for this to occur, winning must be put in a healthy perspective. What does this mean? First winning isn't everything, nor is it the only thing. Young athletes can't possibly learn from winning and losing if they think the only objective is to beat their opponents. If children leave your program having enjoyed relating to you and to their teammates, feeling better about themselves, having improved their skills, and looking forward to future sports participation; you have accomplished something far more important than a winning record or a league championship. Second, failure is not the same thing as losing. It is important that athletes do not view losing as a sign of failure or as a threat to their personal value. Children should be taught that losing a game is not a reflection of their own self-worth. Finally, success is not synonymous with winning. Thus, neither success nor failure need depend on the outcome of a contest or a win-lose record. Rather, children should be taught that success is found in striving for victory. The important concept is that success is related to effort. Athletes have complete control over the amount of effort they put forth, but they have only limited control of the outcome of a contest. Youngsters should be taught that they are never a "loser" if they give maximum effort.



## NOTES ON AN UNHURRIED JOURNEY

When we adults think of children, there is a simple truth which we ignore; childhood is not preparation for life; childhood is life. A child isn't getting ready to live; a child is living. The child is constantly confronted with the nagging questions: "What are you going to be?". Courageous would be the youngster who, looking the adult squarely in the face, would say, "I'm not going to be anything; I am already am." We adults would be shocked by such an insolent remark, for we have forgotten, if indeed we ever knew, that a child is an active participating and contributing member of society from the time they are born. Childhood isn't a time when he is molded into a human who will then live life; he is a human who is living life. No child will miss the zest and joy of living unless these are denied him by adults who have convinced themselves that childhood is a period of preparation.

How much heartache we would save ourselves if we would recognize the child as a partner with adults in the process of living, rather than always viewing him as an apprentice. How much we would teach each other... adults with the experience and children with the freshness. How full both our lives could be. A little child may not lead us, but at least we ought to discuss the trip with him; for, after all, life is his and her journey too.

Professor T. Ripaldi



# Basketball

## Skills & Drills







## BALL HANDLING DRILLS

### BODY CIRCLE

This drill is performed by making a circle around the left leg 3 times, the right leg 3 times, both legs 3 times, waist 3 times, the neck 3 times, and down again.

### PRETZEL

Begin this drill by taking a defensive stance holding the ball between the legs with the right hand in front, left hand behind. Drop the ball catching it (switch hands) with the left hand in front and the right hand behind. Repeat the process.

### SPEED DRIBBLE

To perform this drill start with the ball between your legs. Right hand in front, left hand behind, drop the ball, catch it by switching your hands (now left hand should be in front, right hand behind). Put the ball in the right hand (or backhand) bring all the way around both legs back between your legs. You should now be in the original position. Repeat faster.

### FIGURE 8 RHYTHM JOG

Begin by bringing the right leg up, with the ball in the right hand. Pass to the left under the right leg to the left hand, raising the left leg, passing the ball under the left leg to the right hand and, passing the ball behind the back to the left hand raising the right leg, passing to the left hand, changing hands behind your back to get the ball to the right hand.

### BUTTERFLY

In a defensive stance, with the ball in the right hand, dribble between the leg, with the right hand in front—bring the right hand around the right leg. Dribble once in front with the left, bring the left hand around the left leg, dribble behind with the right and once behind with the left. Repeat quickly. Can be performed while walking.

### ONE DRIBBLE THRU

Place the left knee down with the right leg forming a tunnel to dribble the ball under. Start with a dribble with the right hand outside right leg and then with the left hand and right hand again. Passing the ball under the right leg catching it with the left hand and dribble and then with the right inside the leg and left hand sending the ball under to the right hand. Repeat.

### FIGURE 8

This drill is performed two ways: First, front to back in a defensive stance, hold the ball in the right hand in front of the right knee. Pass the ball to the left hand bringing the ball through the legs. Now move the ball in left hand in front of left leg and repeat the above process. Second, back to front is opposite of above process.

### FIGURE 8 RHYTHM

Begin this drill by taking the defensive stance, holding the ball in the right hand. Make a figure 8 by taking the ball through the legs, and the second time through switch hands with the ball behind your back.



### **SPIDER**

Begin in a defensive stance with the ball in the right hand even with the right knee. Flick the ball to the left hand in front of the left knee. Bring the right hand behind the right leg to receive the ball from the left hand, bring the left hand behind the left leg to receive the ball from the right. Flick the ball from the left hand behind the left leg to the right hand in front of the right knee and repeat.

### **FIGURE 8 SPEED DRIBBLE**

In a defensive stance, start the dribble low, keeping the head up in front of the right knee. Bring the dribble around the right leg, bouncing the ball through the legs to the left hand in front. Keeping the dribble, bring the ball around the left leg, switching hands by bouncing the ball through the legs to the right hand in front. Continue as quickly as possible.

### **ONE HAND BOUNCE BETWEEN LEGS**

Use only one hand to control the ball. Start with the ball in front of you in right hand. Take the ball around the right leg and bounce it once between legs. Catch it in front with right hand and repeat.

### **HIKE DRILL**

Start in a defensive stance with the ball in front of the knee. Slowly drop the ball between the legs and catch it behind the legs and back through the legs, catching in front.

### **ROCK DRILL**

This is a reaction drill, performed by alternating the ball behind your back. Start with the ball in your right hand, pass it above the left shoulder and catch it with your left hand and back over the right shoulder catching it with the right hand. Repeat faster.

### **FIGURE 8 “JOG”**

Begin with the ball in the right hand, raise the right leg up, pass the ball under the right leg to the left hand, raise the left leg, pass the ball to the right hand and repeat.

### **“Q” DRILL**

This is a reaction drill to improve hand quickness. On the left knee, with ball in left hand, make a tunnel or bridge with right leg. Place the left hand with the ball under the right leg, flick the ball up and catch it with the left hand above the right knee. Drop it and catch it under the right leg with the left hand. Repeat.

### **FIGURE 8 DRIBBLE JOG**

Feet shoulder width apart, ball in right hand, move the right leg forward, making a scissors position-bounce the ball through the tunnel formed, to the left hand. Move the left leg forward; bouncing it back through to the right hand. Repeat. This can be performed with two balls. Also can be performed walking.



## **INDIVIDUAL SKILLS**

### **SPEED DRIBBLE**

Go as fast as you can under control, keep ball below chest, last dribble control by feet, catch ball two foot jump ball stop, in basketball position, use either hand or alternating, one dribble and jump stop on whistle.

### **DRIBBLE WEAVE**

Go under control, keep ball lower the closer to defensive player, weave in and out of 5 teammates, crossover dribble, step by with opposite foot, ball low and hard, behind back and between legs.

### **FORM PASSING**

Chest bounce and overhead pass, extend arms, step forward, snap wrists, thumbs down after chest and bounce pass, back spin, overhead, throw to a target chest pass to chest, bounce to waist, over-head to chest, firm but not hard. Remember, even if a good pass is missed, it is still a turnover.

### **SEMI-CIRCLE**

Widen them out of sight on both sides, 2 balls, can't pass ball over defense, if defense touches the ball on pass or in your hand, passer goes to defense, if you throw a bad pass, you go to defense, you can't throw the ball to the player directly on either side of you.

### **BULL IN THE RING**

8 around circle two inside, must make chest or bounce pass, can't throw ball over defense if defense touches the ball passer goes to the defense if you throw a bad pass you go to defense. You can't throw the ball to the player directly on either side of you.

### **2 ON 1 PASSING**

2 offensive players vs. 1 defensive player, defense must get up and pressure the ball, you can't pass the ball over the defense, you must use pivots to get around the defensive player, don't turn back.

### **ENTRY PASS**

Pass from guard to forward being guarded, must pass the ball to the outside hand, don't wait until he stops to pass the ball.

### **DRIBBLE TAKE AWAY**

3 players, each with a ball inside the key, they try to slap the ball away from each other, the last person to be dribbling wins, you must have control to knock the ball away from another player.

### **BOX PASSING**

Start with two balls in lines opposite each other, pass ball to the line to your right and follow to that line, we will add a third ball.

### **POST PASSING**

You need 2 offensive and 2 defensive players, offense and defense at wing and at post, offensive wing has to pass ball inside, away from defensive man, post player must work on 'posting up', defensive player passive, out of triple threat position.



## **PASSING / DRIBBLING**

### **BASEBALL PASS**

Subject uses a one-armed throw to pass the ball at a target mounted on a wall. Subject stands behind a line 20' from the wall; the target is circular, consisting of three circles: 18", 38" and 58", respectively. The bottom of the outer circle is 3' from the floor.

- Number of attempts: 10.
- Scoring: 3 points for shots hitting the inner circle, 2 points for the middle circle, 1 point for the outer one. Passes hitting a line are awarded the highest score.
- Perfect score: 30.

### **DRIBBLE**

Subject stands behind a designated starting line; upon a signal to begin, she dribbles around each of 6 chairs and back over the starting line as quickly as possible. Chairs are all in a straight line facing the starting line; back feet of first chair are 5' from the starting line, back feet of next chair and each succeeding chair are 8' from the back of the preceding chair. The ball may be dribbled with either hand, but only legal dribbles may be used. Subject must dribble at least once as each chair is passed.

- Scoring: Time (to the nearest 10th of a second) that it takes to make a complete circuit. A stopwatch is started when the subject first crosses the starting line, and is stopped when she returns back across the starting line.

### **SPEED PASS**

Subject stands behind a line 9' from a wall. Upon a signal to begin, she passes the ball as quickly as possible against the wall until 10 passes have hit the wall. The subject must recover her passes, and all passes must be made from behind the line.

- Number of attempts: 10 Passes.
- Scoring: Time (to the nearest 10th of a second) that it takes to complete 10 passes. A stopwatch is started when the first pass hits the wall, and is stopped when the 10th ball hits.

### **DISTANCE PASS**

Subject kneels from behind a line. She then attempts to throw a baseball pass as far as possible.

- Number of attempts: 3 passes.
- Scoring: the longest of the three passes to the nearest whole foot will be recorded.



## SHOOTING

### LAYUP

Subject stands to the right or left side of the basket. Upon a signal to begin, the subject will attempt to make as many lay-ups as possible in 30 seconds. The time starts when the first shot hits the backboard. The subject must retrieve her own shots during the drill.

- Scoring: the number of baskets made in a 30-second time period will serve as the subject's score. If a shot has been released before the 30 seconds is up and goes in after time has expired, the basket will count.

### FOUL SHOT

Subject shoots from the regular free throw position. Any method of shooting is acceptable.

- Number of attempts: 20.
- Scoring: each basket made counts for 1 point, regardless of how it goes in.
- Perfect score: 20.

### SIDE SHOT

Subject shoots from a spot just outside the circle and to the left of the free throw line. Any method of shooting is acceptable, and subject attempts to make her shots without hitting the backboard.

- Number of attempts: 15.
- Scoring: Each basket counts for 2 points; 1 point for a shot that hits the rim but does not go in (provided it does not hit the backboard first).
- Perfect score: 30.

### KEY SHOT

Subject shoots from a spot behind the top of the foul circle. Any method of shooting is acceptable, and subject attempts to make her shots without hitting the backboard.

- Number of attempts: 15.
- Scoring: Each basket counts 2 points; 1 point for a shot that hits the rim but does not go in (provided it does not hit the backboard first).
- Perfect score: 30.

### GOALS

- To teach every player correct shooting technique.
- To give each player the maximum number of shooting opportunities possible each day.
- To teach each player techniques of mental practice to improve relaxation, concentration, and shooting performance.
- To make each practice period challenging and fun.



## SHOOTING TECHNIQUE

Proper shooting technique begins with proper alignment of the shooter's body.

- Feet: pointed toward the target with the shooting hand's foot forward in a heel toe relationship. Approximately shoulder width apart.
- Knees: slightly bent for balance and for power in the shot.
- Shoulders: square to the basket.
- Elbow: bent at approx. 90-degree angle with tip pointed toward target.
- Wrist: locked back with palm up to allow ball to rest on hand.

Proper hand position on the ball is critical.

- The ball should rest on the pads of the fingers and thumb of the shooting hand. It can rest lightly on the heel of the hand, but never on the palm.
- The non-shooting hand should be on the side of the ball. This hand is used only to support the ball. It should not be involved in the shot.
- Head position.
- For good balance, the head should be directly above the feet.
- Vision is a key to good shooting. Focus on the target throughout the shot. Do not let the eyes follow the ball. The target may be either the front of the rim or the back, depending on the individual, but in either case it should always be the same. When shooting a shot off the backboard, the eyes should be focused on the corner of the square.

Arc on the ball - The rim is 18" in diameter, a basketball is 9". Two balls will fit through the rim.

Good arc on the ball improves shooting percentage by improving the angle of the ball's flight to the basket. Get the ball up and give it a chance!



## **PROGRESSIVE SHOOTING DRILLS**

### **STATIONARY SHOOTING WITH BALL**

- Ball in shooting hand only-no off hand: Palm up, rotate into shooting position. Check position.
- Ball in shooting hand only; palm up, rotate into shooting position and shoot so that ball lands directly back in shooting hand.
- Same as A and B, shoot ball high into air with proper back spin so that it lands a few feet in front on the shooter.

### **STATIONARY LAY-UP OFF BACKBOARD WITH CORRECT FORM**

- Ball in shooting hand only.
- Add off hand on side of ball.

### **RUNNING LAY-UPS**

- Overhand-left and right hands.
- Underhand-left and right hands (Not a “scoop”).
- Power lay-up (2 foot stop).
- Power lay-up with lift fake (Show-the-ball technique is used to enforce each player giving a ball fake above his head).
- Cross-over hook lay-up off lift fake.

### **JUMP SHOT- ON THE MOVE**

- Toss ball 8-10 feet in front with backspin, run and catch the ball in good shooting position before going up with the shot.

### **LIVE-BALL MOVES**

- Jump shot on the move, receiving pass from other players.

### **DRIBBLE MOVES**

- Crossover dribble at wing.
- Spin dribble - jump shot from “elbow”.
- Either 1 or 2 with lift fake and crossover.

### **FREE THROW SHOOTING**

- Each athlete should develop a routine to use at the free throw line. This routine should be used on every free throw - practice and game!
- Bump” is a fun, competitive game used to add a little competition and excitement to the station.
- Emphasize good technique - not horseplay!!

### **HELPFUL HINTS**

- Have a line on each side of the court. Each line does the same shot of move, only on the opposite side of the court. Change sides after each shot.
- Vary the type and/or the location of the shot every 5-10 minutes. Keep them challenged!
- Make it fun and players will be motivated to work hard.



## SHOOTING INSTRUCTION

Mass instruction explaining positioning of the ball in player's hand, importance of fingertip control, and keeping the shooting elbow in while shooting the ball. All players sitting in a group will follow instructions by first placing a ball in their face-up palm of the hand. Emphasis will be on learning to feel the ball with fingertips. Once player has learned to feel comfortable with basketball, he/she will then turn ball upward into normal shooting position (still only with one hand). Emphasis here will be on having comfortable ball balance on fingertips and proper bend in the wrist, keeping elbow in. Finally players will place free hand in proper shooting position.

Players will then take shots while standing in place. Second part of mass instruction will cover receiving the ball and proper jump shot and lay-up form. Points of emphasis will be:

1. Being ready to shoot the ball.
2. Getting good jump shot height.
3. Releasing ball at the peak of the jump.
4. Keeping eyes on the basket.
5. Following the shot.

## DRILLS

### TWO-BALL REGULAR LAYUP DRILL

One line on both sides of the court begins drill. Place two balls in one line. First player in line shoots lay-up while player in other line rebounds. Shooter runs to corner and rebounder passes (outlets) ball to shooter, shooter passes ball back to next player in line without a ball. On all lay-ups following the first, the ball should never touch the floor. Drill starts on right side and switches to left at midway point of the drill.

### THREE-MAN WEAVE LAYUP DRILL

Form three lines at half-court. Ball starts in the middle. Middle player passes to a wing, follows pass and runs behind receiver. Wingman passes to other wing cutting through middle of lane and runs behind him. Third pass is made to original middleman who shoots lay-up. Rebounder is first wing passed to. He/she outlets ball to either corner using crisp two-handed chest pass. Ball is then returned to middle floor.

### THREE LINES TO A JUMP SHOT

Drill begins same as three man weave lay-up drill except shooter instead of laying the ball in, comes to a jump stop 15-17 feet from basket on the wing for a jump shot.

### PASSING GAME SHOOTING SPOTS

Players should pair up for this drill, four players to a basket. One player is a designated rebounder, the other a shooter. The shooter shoots from two spots, alternating spots after each shot. The rebounder is responsible for passing the ball to the shooter (he/she must hustle). The shooter takes as many shots as they can in one minute. They switch, go another minute, then rest, as next groups follow.





## **SHOOTING GAMES**

Form teams of players. Pick various floor spots to shoot from. First team to make a specified number of baskets wins.

### **CHAIR SERIES**

A chair is placed on either wing at sixteen feet or at the pinch post. Players line up under the basket. Player makes an initiation to get open on the wing at 17' facing chair and basket. Player catches ball, assumes triple threat position, and established pivot foot. First few times through the drill coach designates pivot foot to use. Players execute:

1. Jab and Drive (stutter step).
2. Jab and Crossover.
3. Jab and Pull Up for jump shot
4. Drop-step for lay-up.
5. Backdoor.

### **TWO BALL WITH THE MOVE/BACKDOOR**

Players line up at half-court and another line on opposite pinch post (passing line). Player runs from half-court on a straight line into the corner. He/she makes strong plant with outside foot and runs straight line to pinch post to receive pass. After receiving ball, player executes a jab series move designated by drill coach. Emphasis here should be catching ball on the move. Final time, players should backdoor at pinch for bounce pass and lay-up.

### **DRIVING BALL ACROSS LANE FOR LAYUP/JUMPSHOT**

Players drive ball hard, across the lane at 15' for 2-3 dribbles, turn corner, take one more dribble and lay the ball in. Next time through, player drives ball across the lane for 15' jump shot. Switch sides.

### **PICK AND ROLL**

Two lines are formed on opposite sides of the floor, free throw line extended. One line is the shooters, the other line, the screeners. Shooters just drive ball hard off screener for lay-up. Second time through, shooter drives ball hard one dribble off screen for a jump shot. Third time, shooter drives ball off screen, screener rolls, and shooter hits screener with a bounce pass for a lay-in.

### **SETTING UP MAN, GOING OFF SCREEN**

Designate one player as a screener, remainder of players form two lines; one line of cutters, one of passers:

1. Cutters are at 18', free throw line extended. Passers are one or on opposite wing. Screener blind screens imaginary defender. Cutter fakes baseline and slashes off screen down line for lay-in. Next time cutter fakes down lane and goes backdoor.
2. Flex Cut for lay-in -Cutter line is in corner, passing line is at opposite pinch post. Screener takes one step off lane and screens for Cutters. Cutter fakes baseline and slashes topside into lane for lay in. Cutter fakes opposite, goes to baseline for lob.
3. Fake Flex Cut and Fade - Cutters fake cut off flex screen and instead touch-off screener and fade back into corner for jump shot.
4. Passing Game Screener - Two lines are the screener and cutters. Coach is always the passer. Lines set up on both sides of low posts. Coach, with the ball, is in the corner. Ball side post is the screener. He/she goes across lane to screen for opposite post. Cutter busts over screen for lay-in or power move.
5. Wrap Around - Cutter line is at top of key. Passers are on same side wing. Designated screener set up on strong side block. Cutter goes through lane and starts to throw to corner. Instead of continuing to corner, cutter "wraps around" screener for pass and lay-up.



## **POWER MOVES**

Players execute eight power moves versus token defense. Coach is designated passer.

1. Drop step left/right.
2. Turn face, head fake; jump shot.
3. Turn face, head fake, 1 dribble, power lay-up.
4. Turn face, head fake, 1 dribble, crossover baseline, power lay-up.
5. Turn face, head fake baseline, crossover lane, hook shot.
6. Reverse pivot, jump shot.
7. Reverse pivot, ball fake, crossover, power lay-up.
8. Reverse pivot, ball fake, baseline lay-up.

## **THREE LINE DRILLS**

### **ATTACK LAY-INS**

A half court lay-in drill that emphasizes running the floor, lay-ins, executing quick stops, passing and communication.

### **3 LINE PASSING**

Three lines on baseline (one in middle, outside lines one step in from side line). Ball starts in middle line-straight line passing (air passes only) down the floor. Wings make cuts to the basket between the hash mark and free throw line. Middle player executes a quick stop and then passes to a wing player cutting to the basket for a lay-in. No dribbling allowed unless one is needed before a quick stop for body balance purposes.

### **3 LINE WEAVE**

Same organization as “3 line passing” except the three player weave is executed. Number of passes (all air passes) will be designated (5, 4 or 3). No dribbling except if needed by player making a quick stop for balance purposes. One or two defenders could be added.

### **3 LINE FAST BREAK**

Same organization as above. Three people in drill begin: Player with ball at the dotted line – two outlet people at the “elbows”. Player at the dotted line tosses ball on backboard and “rebounds and outlets” ball to one of “outlet” players breaking toward the side lines. Three player weave is executed from that point - a player can take the middle position on the fast break by use of the dribble. All air passes - one or two defenders will be added - could be started by having players circle up and a coach shooting the ball.

### **3 ON 2 BLITZ**

Two teams lined up on opposite sidelines. A continuous fast break drill using the three line fast break drill patterns and techniques. Two defenders come out when the outlet pass (15'-18') is made on a dribble taken. (They must run through the center circle)

Third defender comes out when the ball passes the hash mark (Player must run through the center circle). The three defensive players become the new offense.



### **3 ON 3 HALF-COURT**

Three on three half-court cut throat. Three lines behind the baseline (lines are within the free-throw lane width and organized in teams of three). If the offense scores, they remain on offense and a new defense comes out. If the defense gets the ball, they become the offense. (Old offense leaves and a new defensive team comes out.) If there is a foul, the team fouling leaves the floor and all jump balls are awarded to the defense.

Offensive principles:

1. 15-18 foot spacing.
2. “V” cut to get open.
3. Catch and challenge (Emphasize the use of jump stops.)
4. Pass and cut. (Cut to basket or screen for teammate.) Emphasize the use of the air pass.
5. Re-screen or cut to basket against defensive overplay.

### **THREE LINE GAME RULES**

1. No dribble or 2 dribble max.
2. Must catch and challenge.
3. Could use scoring restrictions (e.g.; 5 passes, 3 screens or a lay-in).
4. Defense must hustle out, point, and talk.
5. Pass ball to coach on all possession changes or when he claps for it.

### **3 ON 3 FULL-COURT**

Two teams lined up on opposite baselines. (Same organization as 3 line passing drill.) Game begins with a jump ball. Teams play three on three full court until a basket is scored or two minutes elapse. Full court player to player defense is used. (Automatic pick up is used). The offense will be restricted to two or no dribbles most of the time. The team that scores stays on the floor (two baskets max.) and a new offensive team enters the game. On fouls either the fouling team leaves or a 1-1 free throw is shot. The defense is awarded all jump balls.

Game Scoring:

- 2 points for a basket.
- 1 point for a recovery.
- 1 point for fouls (and ball awarded OB back to offense-unless a 3 point play is made).

### **(Variation) 3 on 3 half to full court**

Begin in a 3 on 3 half court game. Same group stays out until two baskets are scored by one team or a three minute time limit expires. (This allows the automatic pick up after made baskets. Both teams leave after two baskets or time expires).

## **3-PERSON STATION DRILLS**

### **ENTRY PASSING DRILL**

One guard line and one wing line on each side of the court. “Dummy” defense. Wing must take defense to the basket, pop out to receive the pass, and square up.

Emphasize:

- A. Guard must keep dribble alive until wing is open to receive the pass.
- B. Pass must be delivered to the outside, away from the defense.
- C. Wing must show the outside hand as the target, catch the ball, then square up to the basket.



### **BACKDOOR DRILL**

Set up the same as above. Defense overplays the entry pass. Wing must plant the outside foot and cut directly to the basket looking for the pass.

### **2 ON 1 PASS THROUGH DEFENSE**

Work in groups of three, with one ball per group. Two players are on offense, one on defense. Defense must chase the ball. Offensive players work on delivering a good pass past the defense. Rotate a different player to defense every 30 seconds.

### **HALF-COURT NO DRIBBLE**

Three lines at half-court. First person in each line steps out on defense against the next player in that line. The offensive team must try to score without dribbling. If the offense scores, the defense must stay on the court and play against the next offensive team. Otherwise, the defensive team goes to the end of the line, offense goes to defense.

### **KING OF THE COURT**

Four baskets are needed. Each court is given a number- 1,2,3, or 4. Object of the game is to get to the number 1 court. When a team wins they move up one court. When they lose they move down one court. At the # 1 court the winner stays. Each game should last 2-3 minutes, a coach should keep track of the time. To settle a tie, have one player on the team that has the ball at the end of the game shoot a free throw. A free throw made means that that team wins, a missed shot means they lose.

If there are four teams at a basket, two new teams will come on for each game. If there are only three teams, the winner stays on the court.

### **CUT THROAT**

Three or four teams at each basket. Object of the game is to be the first team on a court to score five points. One team starts on offense, one on defense and the other(s) wait under the basket. One coach is needed at the top of the key. Another is needed as a referee.

If a team on offense scores, they must try to get the ball as quickly as possible to the coach at the top of the key and get a player past the top of the key for the coach to give the ball to. The defensive team goes off the court and a new team must be ready to get on the court as soon as possible. As soon as the offense can get the ball from the coach they can begin again. When the defensive team gets a rebound, steal, or takes an offensive foul, they now become the offense and can begin as soon as they can get the ball from the coach. On any foul, offensive or defensive, the committing team must go off the court.

### **3 ON 3 CONTINUOUS FAST BREAK**

At least three teams are needed on each full court area. One team begins with the ball, with one team on defense and the other end of the court. The team with the ball must go down and try to score. Extra teams are positioned under each basket and step out when the team in front of them has gone on offense. When the defensive team gets the ball they become the offense and try to fast break to the other end and score. Defense gets the ball by either a steal, rebound, or by the offense scoring. Goal is to be the first team to score five baskets.

Variation; allow the team that scores to press to half court.



## DEFENSIVE TECHNIQUES

### STANCE\FOOTWORK

- Feet at least shoulder width apart; heel-toe stagger; active feet.
- Body ready, knees-hips flexed; back straight head up-over feet.
- Elbows in; palms up; hands up if in power zone.
- Defensive shuffle: take short steps (8-10")- always point toe and take first step with lead foot (foot closest to direction you are going)- push off of trail foot.
- Swing step-lead with elbow-stay down.

### DEFENDING A "LIVE" BALL

- Ball-you-basket relationship.
- Inside foot up.
- Claw ball with front hand; back hand shoulder high.
- Eyes through the numbers.
- "Belly Up" vs. ball over head (both hands by the ball-wrists cocked-elbows close-wider than normal stance).
- "Retreat" step vs. jab step fakes (maintaining "gap").

### DEFENDING A "DRIBBLER"

- Ball-to-basket relationship.
- Turn the dribbler in back court.
- Force the dribbler to the outside in front court.
- Palms up-front hand clawing at ball-hands up if in shooting range.
- Use defensive bluffs and fakes to keep dribbler off balance.
- "Sprint" to recover if beaten; re-establish ball-head-basket relationship.

### DEFENDING A "DEAD" BALL

- Make the call "dead".
- Belly-up to opponent- both hands around ball-wrists cocked.
- Teammates deny a pass to their opponent.

### CLOSING OUT TO THE BALL

- Sprint until you are in danger of being beaten by a drive-then "foot fire" into your stance.
- Assume "live" ball defensive stance.

### ADJUSTING DEFENSIVE POSITION WHEN THE BALL MOVES (Jumping to the ball)

- All players should "explode" to their new position when the ball is moved (pass or dribble).
- Stay low and move quickly.
- Keep vision on both opponent and the ball.



### **DENYING PENETRATION PASSES (Maintaining Ball-You-Player Relationship)**

- Use a closed stance; hand in passing lane-palm facing ball and thumb pointing to the floor.
- Keep a “gap” (1 step on 10-15 ft. pass), the further you are from the ball-the further you play from your opponent.
- Use “snap your head” technique to defend against back cuts. (When you lose vision on opponent; snap head by turning nose to opponent’s belly-momentarily losing vision on the ball; through other hand in the passing lane).
- Deny all penetrating passes to the level of our defense.
- Be ready to “help and decide” vs. penetration.
- Make your opponent go without the ball.

### **DEFENDING NON-PENETRATING PASSES (Maintaining Ball-You-Player relationship)**

- Position yourself so you can stop dribble penetration and also recover back to opponent you are guarding. The further you are from the ball, the further you play from your opponent.
- Form the flat triangle; closed stance; point your pistols.

### **INSIDE DEFENSE**

- High-Side post: Deny from the ball side; go behind when changing sides; throw hand in passing lane quickly; keep a gap.
- Low-Medium post:
- Ball “above” decision line-deny on high side; keep a gap.
- Ball “below” decision line-deny from baseline side.
- “Eagle” over when changing from high to baseline side.

### **DEFENDING SCREENS**

- Switch up, i.e., “jump switch” all ball screens and pop-outs by stepping up into the player switched to. Make the switch before the ball handler gets to the screen.
- Fight through off ball screens; fight over or under the screen and beat your opponent to the spot with your chest; “switch” only if necessary.

### **DEFENDING CUTTERS**

- Maintain ball-you-player relationship; allow your opponent to cut away from the ball-prevent cuts to the ball.
- Force the cutter high and then take it away.
- “Chest” cutters if they are out of control or approaching the “alley” (3' strip that outlines the free throw lane.)

### **DEFENDING DRIBBLE PENETRATION**

- Player closest to the penetration must “help and decide” to either switch the ball or bluff and recover back to own opponent.
- All other players “cover down”- rotate into the direction of the penetration.
- Sprint “pick-up” when penetration is stopped.



## DEFENDING THE FAST BREAK

### Full-Court:

- Closest front court player to the rebounder attempts to prevent the outlet pass.
- Other two front court players sprint back to the lane with ball vision.
- One guard (usually the “fly”) attempts to get the ball handler under control by half court.
- The other guard (usually the “point”) sprints to the lane with ball vision to protect the hole.

### Solo Defense:

- Use defensive fakes at the ball, then protect the hole-try to force the jumper-be alert for taking a charge.

### Tandem Defense:

- Front player (taller of the two players back) uses bluffs and then takes the ball handler and pushes him/her to the outside (covering the hole if ball handler passes).
- Back player protects the hole; shades the ball side; reads the ball handler’s eyes. Close out to the ball if a pass is made.

## DEFENDING A SHOOTER

- Pressure the shooter with a “cocked” wrist. Try to make the shooter adjust to the shot (keep your stance until the shooter leaves the floor).
- Yell “shot” and then block the shooter out.

## REBOUNDING DRILLS

### COACH DIRECTED “LOCATE, ROTATE, ROTATE”

In parallel lines about 2 feet apart, defense begins the drill facing their offensive opponent in good defensive stance. On coach’s commands, defense must:

1. Locate
2. Rotate
3. Rotate as coach points direction for offense to move. Go slowly the first few times then begin moving quicker.

### CIRCLE ROTATE DRILL

Place basketball in center of circle. Defensive players can begin the drill either:

1. In rotate position.
2. Facing offense (more advanced).

On coach’s command “GO” offense tries to get to the basketball. Defense rotates to try to keep offense from touching the ball for five seconds.

### 1 ON 1 ROTATE DRILL

Stand two players back to back in center of circle. On “go” each must try to rotate the other out of the circle.



### **3 MAN JUNGLE BALL**

3 players in front of basket- coach at FT line. Players try to get position for the rebound. Coach shoots players rebound and try to score. Ball is alive until someone scores no out of bounds, but try to get rebounder to take the ball right back up to score. Call nothing but blatant fouls let almost all contact go. Player who scores basket goes out and new person takes his place.

### **3 MAN WEAVE REBOUND DRILL**

Drill begins with one defensive player on each block and 3 offensive lines at half-court, with the ball in the middle line. Offense does three man weave passes and goes behind for two passes. After second pass, the ball should be caught and shot from the FT line area. Other two offensive players go to the basket, one on each side of the lane. Defense must block out the offensive player on their side and rebound, the defensive players must do 5 quick pushups and be ready of the next group. \* Shooter does not rebound.

### **4 ON 4 SHELL REBOUNDING GAME**

Objective of the game is to score more than five points, 1 point for a defensive rebound, 2 points for an offensive rebound. Coach is the shooter. Winning team stays on the court and has choice of playing offense or defense. (Team stays on offense or defense for the entire game). Keep track of which team wins the most games. Best played with 3 or 4 teams of 4 players.

### **4 ON 4 HUSTLE-BACK DRILL**

Again, preferably have 3 or 4 teams of 4 players. Start with one team on offense, one on defense. Coach is the shooter. If the offense rebounds, the play is over. Defense stays on, offense goes off and a new offensive team comes on. If the defense rebounds, they throw the ball to a coach or player at the outlet position. Offensive team has to sprint back on defense and stop the person with the ball from going to the basket. To start the drill again, defense goes to offense and a new defensive team comes on.

### **CONTINUOUS REBOUND-CHIN DRILL**

Throw ball off wall or backboard. Rebound and chin. As quickly as possible throw the ball up again. Rebound and chin. Go continuously for 30 seconds or one minute.

### **REBOUND-CHIN-OUTLET DRILL**

Line of rebounders under basket-one line at each side so we have as short of lines as possible. Also line at outlet position on each side. First rebounder throws ball off board, rebounds, chins, and throws outlet pass. Outlet man dribbles to middle. Don't dribble past half-court. For more advanced players this drill can be done with defense on the rebounder.

### **CONTINUOUS TIP DRILL**

Tip ball off backboard or wall continuously for 30 seconds or one minute. Can be done using right hand, left hand, or both hands.

### **CONTINUOUS OFFENSIVE REBOUNDING**

Throw ball off backboard, rebound, score. As quickly as possible do the same thing again. Keep going for 30 seconds or one minute.





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